DOCUMENT RESUME

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TITLE	A Sociology of Urban Education (Part F-2 Human Competence Learning Package). Description of Teacher Inservice Education Materials.
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DESCRIPTORS	*Community Attitudes; Community Resources; Community Role; *Inservice Teacher Education; Instructional Materials; Learning Modules; *Social Relations; *Urban Education; Urban Studies; Validated Programs

ABSTRACT

The described learning modules are designed for use of inservice teachers and graduate students at all grade levels who are interested in sociological aspects of education. The primary focus is on creating awareness and understanding of prevalent attitudes, goals, and aspirations in urban communities. The scope and sequencing of topics in the module are outlined. Activities and resources involved in use of the product are described, ordering information is included. A critique of the modules is provided. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: A SOCIOLOGY OF URBAN EDUCATION (Part F-2 Human Competence Learning Package)

Publication Date(s): Ca. 1973

Intended Users: Inservice teachers and graduate students interested in sociological aspects of education

Grade Level(s): All

Number: Group

Primary Focus: Creating awareness and understanding of prevalent attitudes, values, goals and aspirations in urban communities is emphasized.

School subject(s) and/or in-service topic(s) covered:

The subject matter is divided into two parts: Part I "Social Foundations of Education" provides understanding, attitudes and skills to perform the praciticum requirements of Part II, "Experiences in an Urban Community"; which has long and short term activities involving the participants in community affairs and suggests visits to various community agencies such as school board, welfare department, employment agency or family court.

What participant does in using the materials:

Reads the learning package and follows directions which incorporate discussions, readings, interpretations and other theory; as well as practical activities (See above box.) The material is primarily designed for small or medium sized groups led by an instructor or moderator.

Resources:

One book for each participant, a leader for the group and time (as much as several months) are needed for the program.

Describer critique:

This learning package could prove stimulating and worthwhile. It appears to be an excellent resource for learning about the sociology of urban education and applying the theory in practical ways. It requires interest and involvement on the part of the participant, but following the program almost guarantees enrichment.

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SP014 020

CM 27

(TS) - social interaction
(MCE) - urban education
(CM) - community resources

TD

1.0 PURPOSES:

With the primary focus (as stated on page 1) as the main purpose for the development of this package, at the completion of the program participants will be able to:

Part I: "1) identify perspectives, categories and research methods in sociology of education,
2) analyze some of the effects of social class on education,
3) describe several cultural identities, biases and opportunities in school and society,
4) interpret critical variables in the metropolitan crisis, and
5) analyze some of the social and psychological effects of tests and measurements."

Part II: "1) identify ethnographic characteristics of a school's local community
2) diagnose the social background of a pupil,
3) organize parent involvement in a school,
4) participate in an educational project outside of the school,
5) analyze some of the formal and informal organization characteristics, group dynamics and issues of a local school board,
6) identify some of the symptoms, causes and remedies of poverty by studying a local welfare system,
7) synthesize some relationships between schooling, employment, and income by studying a local state employment agency, and
8) analyze some causes and consequences of juvenile crime by studying family court."

2.0 CONTENT — Scope and Sequencing of Topics:

This 35 page module has two Parts:

Part I: Social Foundations of Education
Sections: 1) Introduction to Sociological Perspectives, Terms and Methods
2) Social Class and Opportunity
3) Race, Discrimination and Compensatory Education
4) The Metropolitan Crisis
5) The Cult of Measurement

Part II: Experiences in an Urban Community
Long-Term Activities:
Sections: 1) Conduct a local ethnography
2) Diagnose the social background of pupils
3) Devise strategies of parent involvement in the school
4) Participate in an educational project outside the school

Short-Term Activities:
Sections: 5) Visit a local school board meeting
6) Visit the welfare department
7) Visit the State Employment Agency
8) Visit family court

Optional Activity
9) Design your own community project

It is important to cover the topics in sequence, since the material presented in Part I provides the understandings, attitudes and skills needed to undertake the practicums of Part II.

There is no indication of the length of time it would take to complete this package. The theoretical sections in Part I require analyses, discussions and readings which could be distributed over a period of time convenient to the participants. The practicums would be more time-consuming and would depend upon the community resources and the time available to the participants. Since no restrictions are stated, a fair amount of discretion appears possible.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participants read module and follow directions for program activities, which include: 1) reading, analyzing, interpreting and discussing statements by educators and sociologists; 2) playing simulation games; 3) viewing films and analyzing them; 4) examining and critiquing strategies of evaluation and diagnosis 5) keeping a journal; 6) involvement in community activities.

The many books, articles and games cited in the learning packages are listed in an all-inclusive bibliography at the end of the module. Books are readily available in many school media centers (according to the developer). A list of publishers and prices for movies and simulation games is also provided at the end of the package.

3.2 Help given in use of product:

The guide is explicit, clearly written, and well organized. It specifies the procedures to be followed and provides names of authors and publishers (and prices wherever applicable) of all other material needed.

An instructor is needed for this package, and because many of the activities involve discussions and analyses, it should be a group endeavor.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Both Part I and Part II have pre-assessment activities, the results of which are submitted to the instructor. Although there is no formal post-assessment instrument, it is possible for the instructor to use one (or more than one) activity in an evaluative manner, and for the learner to ascertain respectively the degree of learning which has taken place.

Valuable learning is bound to take place by the mere following and execution of the activities in the learning package.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

One booklet per participant is required. An instructor (or leader, moderator, coordinator) is required and meeting time and places must be arranged. Some of the additional resources should be obtained in advance or kept on reserve in a library (comprehensive list included in package). Time requirement is not specific. Regular meetings over a period of several months appear necessary.

5.2 Distributor name/address:

Teacher Corps
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, N.Y. 14222

(716) 862-5012

Dr. W. Licata, Project Director
Dr. L. Sinatra, Associate Director

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
A SOCIOLOGY OF URBAN EDUCATION Booklet	$1.00	No	1/participant	Yes

Important Note:

An extensive bibliography (with the books and articles cited in the learning package, preceded by an asterisk) is included, beginning on page 27. According to the developer, many, if not most, of the books are available in college libraries or school media centers.

On page 34, other media mentioned in the package are listed, with rental fees for films and purchase prices for simulation games specified.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Frank P. Diulus is associated with the State University College at Buffalo, Foundations of Education department.

This is part of a learning package developed by the 9th cycle Teacher Corps Project.

6.2 How developed and when:

This program on A Sociology of Urban Education was based on a development model which calls for a coordinator to interface with the school and the community, to gather expert information as well as all pertinent input from teachers, administrators, community residents and agency people. Refinement takes place on the basis of reality testing and other assessment procedures. The development period was in the early 1970's.

6.3 Evidence of effectiveness with users:

No formal assessment was done. Project Associate Director, Dr. Sinatra, indicated that feedback had been good, but had not been documented. Plans for documentation of effectiveness on the users are in the offing.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The quality of the soft-bound, 35 page package is very good. The material appears to be able to deliver what it promises and should enhance any teacher's background knowledge of the sociology of urban education. It could be valuable for any group of people involved in inner-city community affairs and lends itself to some variations of time/place/ and numbers structure.

Content accuracy/social fairness/community acceptance issues:

The credential of the developer and of the staff involved in this learning package would lead to acceptance of content accuracy. By its very subject matter, and the social awareness of the developers, social fairness and community acceptance are implicit. There is an effort evident to diminish ethnic and racial injustices by fostering greater understanding of the dynamics of urban education.

There is no sex bias.

Overall summary/comment:

It would seem that completion of this learning package would require a worthwhile intellectual effort. It attempts to reach the participants at a high level of intelligence and awareness, and could prove very stimulating. To find the answers to some of the questions posed requires some research (practical and/or theoretical) and presumes a certain involvement and interest on the part of the participants. A sharp group and a skilled leader could substantially affect the quality of the learning experience. Even so, any participant who conscientiously follows the directions and performs the activities is bound to be the better informed for it.